

THE

NASSAU

Literary

MAGAZINE.

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JULY.

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ἔνθα βουλαι μὲν γερόντων καὶ νέων ἀνδρῶν ἀμύλλαι  
καὶ χοροὶ καὶ Μοῦσα καὶ ἀγλαΐα.

CONDUCTED

BY THE SENIOR CLASS,  
PRINCETON COLLEGE.

1875.

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THE  
*Nassau Literary Magazine.*

EDITORS :

J. M. BARKLEY, N. C.,  
S. C. COWART, N. J.,  
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TREASURER :

S. S. WEART, N. J.

Vol. XXXI.

JULY, 1875.

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This is an age of brain work. The time of muscle is past. The contest is no longer decided by the sword and the battle ax, but by the understanding and the judgment. "Knowledge is power." The men of thought rule the world. They have made all our discoveries, produced all our inventions, and given us whatever of excellence we have in any department. The very elements are subservient to their will. They have virtually annihilated time and space, and almost penetrated the mystery of God himself. The value, the advantages, the pleasures, the necessity of *individual* education have been acknowledged by all intelligent men for ages; but the necessity of *popular* education has not been so universally admitted. Its historical interest is great, but want of space forbids its discussion. Ever since taken from the priesthood, it has been one of the most engrossing questions of all civilized nations. Of greater interest to the world than the polem-

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ics of theology, or the profoundest discussions of the question of Church and State, has been, and is to-day, the subject of the intellectual development of the people.

Popular education is necessary even for the greatest success of individuals. The world's greatest men have been brought forth in the midst of the greatest intellectual activity—the impersonation, as it were, of the brains of their age. The best minds of the Greeks—Socrates, Aristotle, Plato—lived at the time of its highest mental development. The brightest names of the English tongue adorned the Elizabethan age. The revolutionary period, a time when all men were aroused to think and to speak, produced our greatest patriots and statesmen. What credit could the most learned scientist obtain by lecturing to an assemblage of the lower animals? Little more could he win from an audience of human beings over whom none other than the animal passions held sway, and naught but the physical part had been cultivated. A great mind requires an educated people both to stimulate and appreciate it. The highest development of the individual requires a corresponding development of the masses.

It is, however, in relation to society and the state that education assumes its highest importance. No man can live for himself alone. Every one is more or less dependent on every other. Every man is his brother's keeper. Society is a complicated piece of mechanism composed of many parts; but it differs, in that every part has its own head. Herein lies the difficulty. It is not one mind which animates the whole, which stops, and starts, and regulates it as it will, but every part thinks and acts for itself. As in machinery, the work of the whole depends entirely upon the adjustment and smooth sliding of all the parts; so here, unless we can make these several parts see their place, unless we can bring them all into harmonious action, we can accomplish nothing. The only way to secure this

harmonious adjustment is to implant intelligence in every member, so that he can comprehend the complexity of his relations.

Popular education in the United States is demanded as a mere matter of economy. We cannot afford to be ignorant. A national debt of over two billion of dollars is impending over us, dare we under such circumstances waste the public money? Retrenchment and economy is the cry of the people. Public men who have squandered the hard-earned money of the toiling millions are meeting with a just rebuke. The late elections have spoken in thunder tones against this crying evil. The present condition of the treasury, the financial embarrassment of the people, the general lethargy of business—all demand economy and care in the use of the public funds. Now, what are the facts in the case? For the support of paupers in 1870 we spent \$10,900,000, average per capita \$93. During the same year the cost of school population, between the ages of 6 and 16, was \$10.50 per capita. We also supported 36,500 criminals, at an average cost of from \$125 to \$200 per capita, while we paid for bringing them to justice from \$200 to \$400 per capita. Here, then, we have the fact that every pauper costs us nine times as much as the education of an individual—the pauper being of no possible advantage to us, while the educated individual is giving the State a constant and solid return in the products of his hand and brain. Every criminal costs us from thirty to sixty times as much, while we not only do not derive any benefit from him but suffer positive injury. Couple the above with the following facts. Of the entire number of parents who had children in the reform schools of the United States in 1873 there were but 138 who could read, while all the remaining number (616) were entirely illiterate. Of the paupers in Indiana in 1870, 2 per cent. were well educated, 58 per cent. were barely able to read or write, 40 per cent.

were illiterate. This is a fair example of all the other Northern States. In the South it is much worse. In England, where statistics on crime are far more accurate than our own, the relation of ignorance and crime is shown in a still more striking manner. Of English prisoners for 1872, 33.6 per cent. could neither read nor write, 66.6 per cent. read or write imperfectly, 3.3 per cent. read and write well, 2 per cent. had received superior instruction, 3 per cent. not ascertained. Does it need further argument to show that ignorance is the mother of pauperism and vice?

The above are facts, taken from the latest statistics, facts full of meaning, facts that tell a tale of woeful interest, facts that the legislator and the statesman would do well to consider. Can we afford to continue this? Outside of the question of right or wrong, can we afford it as a mere matter of dollars and cents? Can we pay from \$90 to \$400 for the support of an individual non-productive and even destructive, when we can educate him at a cost of \$10 a year, and make him productive and beneficial? The question is simple, and there can be but one answer.

Not less true is it that the material prosperity of the country demands the education of the masses. As in the individual case, he who possesses the most knowledge and the best disciplined mind has the best chance of success, so it is with the people as a whole. The resources of a country can only be developed through intelligence and skill. Muscle can indeed cut the trees, pull the stumps, and clear the field; but brain must build the house, plant the crop, and reap the grain. On two colored maps of the late United States census is shown the distribution of wealth and illiteracy, wealth by golden lines, ignorance by dark shaded lines—fitting emblems indeed! They are placed along side of each other and well repay a comparison. The greatest degree of wealth corresponds exactly and invariably with the location of the highest degree of education.



This holds true even to small sections within large States. The evidence is conclusive. Where is the educated heart and brain, there is the nerve, the enterprise and wealth of the nation.

But there is a stronger and higher plea for popular instruction. The fundamental idea of our free institutions is based on the intelligence of the people, the very name of our government says it is one where the people rule. Its security and stability are solely invested in the hands of the people. Suffrage is a great privilege, and it carries with corresponding responsibilities. Like all great privileges, it is liable to abuse, especially since we have made it so common. Everybody votes—the learned and the unlearned, the metaphysician and the swineherd, the lawyer and the peasant, native and foreign born, white and black—all vote; what is more, every vote is of equal value. The great learning and wise discrimination of the metaphysician and the lawyer count for no more than the vacancy of the swineherd or the peasant. The former think and act for themselves, the latter have no thought and are led by others. The former are acquainted with politics and men, the latter know nothing of politics or candidates but what they receive from the stump. The former seeing the needs of the time vote measures and men for their remedy, the latter through ignorance put in votes calculated to work their own ruin. A man whose opinion would not be taken upon the most trivial subjects of local interest comes forward and decides measures affecting a whole nation. Is there not in this great element of danger? The total number of votes cast at the presidential election of 1872 was 6,400,000. The number of males in the United States in 1873 above 21 years of age who could neither read nor write was 1,600,000. Here is food for reflection. What, pray you, are the possibilities of such a state of affairs. Here are over one-fourth the voters of the United States who can not write

their own names or read the names on their tickets, voting—yes, voting alongside of our best financiers and political economists, influencing for weal or for woe the destinies of our republic. In case of a close election they hold the balance of power; what must be the results of its use? It can not be otherwise than disastrous—or rather it becomes a matter of chance—our lands, our homes, our liberties, our nation itself given over to the hands of the fickle goddess of chance. This state of affairs must not continue. It will not do to commit ourselves to such precarious hands, if this great experiment so nobly begun is not to be a failure, if this bright republic is to go on in its glorious career until it is no longer an experiment but a great and permanent entity, a beacon light to all nations struggling after freedom, if it is still to be a refuge for the downtrodden and oppressed of every clime—"the land of the free and the home of the brave," we must educate our people. The laws of our nature demand it, the material advancement of our nation demands it, the security and stability of our government demand it. Says Webster, "educate the people and the nation is secure." Says Everett, "Intelligence is the bulwark of our republic." Education, then, is not a privilege, not an accomplishment, not a mere auxiliary to human happiness, but an absolute necessity.

The necessity of popular education being established, there remains but one question; namely, what is the best means of securing this result? Have we not a good system of public schools, and are they not doing a great work? Are they not educating the nation as rapidly as possible? Well, let us see. It has indeed accomplished much. It has been greatly perfected within the last few years. It has taken the place, to a very large extent, of select schools and private instruction, and has become more popular with the wealthy classes. This is all well, but is it enough? That is the question. Is this system doing all that can be done—

is it accomplishing the object for which it was established — is it reaching the masses? This is the vital point. Let us look to the facts. In 1872, twenty-eight states and four territories gave an average daily attendance upon our public schools of 4,100,000, a daily absence of 6,599,000. In 1873, thirty-one states and five territories gave a daily attendance of 4,199,000 and a daily absence of 9,200,000. Total school population of the United States in 1873 was 13,450,000. Here, then, we have shown; first, that there has been no perceptible increase of attendance during the past year; second, that there has been an increase in absence of over one-third, or over 2,000,000 persons; third, that over two-thirds of our school population are daily absent. Again, in 1873, the total number enrolled in educational institutions of every kind, from the school to the college inclusive, was 7,379,000, which taken with above shows that less than 55 per cent. of enrollment are daily present, also that over 6,000,000 of our school population are not even enrolled. The per cent. of attendance on school population is less than 35 per cent. In New York City it is 9½ per cent. In the face of such facts can the present system be called a success? There are over nine million of children whom it does not reach, but leaves to grow up in ignorance and vice. Connect these with the further fact that, while a majority of the superintendents of public instruction in the several states report that the system is gaining ground among the middle and wealthy classes, yet they all complain of absence, irregularity, lack of interest on the part of the parent, and of children being kept away on the most trivial pretenses. They say there is no increase of attendance from the lower classes. They are appealed to in vain. They do not see the advantages of schooling, and hence prefer to keep their children at home engaged in work or in idleness. These are reports coming from men who have this especial department under their charge, whose

business it is to see and care for the school population. They say it is utterly impossible to prevail upon this class of people to send their children to the public schools. So great is the deficiency of the present system in this respect and so deeply is it felt that over one-third of these school commissioners report in favor of, and urge upon their respective legislatures, the passage of compulsory school laws. Here, then, we have the real difficulty. The very class of people for whom the school system is especially intended are not improving its privileges. The middle and wealthy class would educate, even if there were no public schools. They see the advantages—yea, the absolute necessity of education. The government need not fear but that such will have information and intelligence, but the great masses, the lower classes, the people who control our elections, fill our poor-houses, prisons, and brothels—these do not educate. Statistics clearly show not increase of attendance from this class of people, but the contrary. The present system, then has failed of its object. It is not gaining but losing ground. Shall we then perpetuate this system? Shall we go on educating a refined class, while leaving out the great body of the rising generation? Shall we prolong a system which leaves us to-day with over 5,600,000 illiterates over ten years of age? We do not wish to deprecate a voluntary system. It has many excellencies—if practicable is, perhaps, always best. Its work is a boasted part of our history. But do its merits outweigh its deficiencies—would not a compulsory system have all the advantages of the present system with many additional ones of its own? We cannot afford the present system on the ground of economy—on account of the work which it leaves undone—we cannot afford it on the ground of the material advancement of our country—but greater than all, we cannot afford it, if we would perpetuate a republican form of government.

What then is the proposed substitute? There remains but one. We have seen that no system leaving it to the choice or free will of the parent, guardian, or child will meet the emergency. Experience has shown that they can not be reached in this way. A compulsory system is the only one capable of accomplishing the desired results. We have already shown the necessity of any nation to develop its people and the especial need of education in the United States. If, then, education is an absolute necessity and this cannot be attained by a voluntary system, a compulsory system becomes also an absolute necessity. But what do we mean by a compulsory system or rather compulsory education? Simply, that the State shall require of every individual above a given age a specified degree of intelligence. We do not say that the State shall compel every child to attend the public schools, but we do say that it shall require every child to be educated. If the above course of reasoning be true, there can be but one possible objection; namely, does it not interfere with some more vital point in our free institutions? Is it not an interference with the principle of personal liberty? This is the great and only objection urged by its opponents. It is admitted that the present system does not reach the masses, that in the intelligence of the people lies the only safeguard of a republican form of government, and all well informed men join in urging some more effectual means of reaching the people—but many of them say to make this intelligence obligatory by law is a sacrifice of personal liberty. Let us then examine this question. It all depends on what constitutes liberty. J. S. Mill lays down two maxims as the foundation of all liberty, both personal and civil. (1.) "The individual is not accountable to society for his actions, in so far as these concern the interests of no person but himself." (2.) "For such actions as are prejudicial to others, the individual *is* accountable, and may be subjected either

to social or legal punishment, if society is of opinion that the one or the other is necessary for its protection." To these principles all men are agreed. Now, the whole preceding part of this essay has gone to show that for parents or guardians to refuse to educate their children or wards, does interfere with the interests of society. It interferes with its material progress, it interferes with it, in that it requires additional taxation, in that it is the direct cause of pauperism and crime, and most of all, in that it tends to overturn the very government founded for the protection of society. The conclusion is irresistible, that society has a right to remove one cause of these evils—in other words, to educate its members. The fact that the State has for years been exercising the right to tax all its citizens to make educational privileges open to all, implies the right to compel the attendance of all. But to compel the attendance of the child is not so much objected to; for in most cases it is ready and even eager to attend—or, at least, is so as soon as it can be made to see the advantages to be derived therefrom. To compel the parent or the guardian to educate his own child or ward, when, perhaps, his wishes are right the opposite, is the real point to the question, and the one most strenuously opposed. Now, when a father voluntarily calls into existence a human being, he by that same act is made responsible for its support and well being. Says the same author (J. S. Mill): "To undertake this responsibility—to bestow a life which may be either a curse or a blessing—unless the being upon whom it is to be bestowed will have at least the ordinary chances for a desirable existence, is a crime against that being." Is not education made obligatory upon the parent by this very act? Can he provide for its well being and give it an ordinary chance for a desirable existence, without developing to some extent its brain? In other words, has the child no rights which the father is bound to respect? Just here is

the key to the problem. The whole question has been viewed from the standpoint of the father. The father is regarded as having absolute control over his children—yea, the children are even regarded as a part of himself. Nothing can be farther from the truth. It certainly is judicious, in most cases, by no means in all, to leave the direction of the child to the parent, but that does not say that the law has not the right to come in and maintain the rights of the child. No parent has a right to require his child to steal or commit crime, no parent shall say to what religious denomination his child shall ally himself—no more can he say, his child shall not receive an education. When he does this, he is interfering with the rights of another, with one of the most sacred rights of the child—that to develop itself. Not only so, but he is committing a crime against society; for the law requires that every parent shall support his own children, which it has been shown this class of persons not only do not do, but to the charge of clothing and supporting their offspring, impose upon society the additional one of guarding against the uncontrolled passions of the ignorant brain. The idea that compulsory education is a violation of the liberty of the parent is a false one. He himself is the violator of liberty, when he refuses to give his child this privilege. It is a matter over which he has not control. The child's rights must be respected and maintained as well as those of the parent. Says the same distinguished author: "The laws, which in many countries on the continent, forbid marriage unless the parties can show that they have the means of supporting a family, do not exceed the legitimate powers of the State; and are not objectionable as violations of liberty." Now, if a State has the right to prohibit the union of man and woman for the production of a child, has it not the right to say what shall be done with the child after it is born? To reproduce is a law of nature, given by the Creator; cer-

tainly, if the former is not, the latter can not be a violation of liberty. For the Creator has not given to the parent the exclusive control of the child after its birth. The man who admits the former, must of necessity admit the latter. The great majority of the illiterates of the U. S., are the offspring of just such unions. As already stated, seven hundred and fifty-four parents have children in reform schools, and six hundred and sixteen of that number can neither read nor write. We have over 5,600,000 illiterates over ten years of age, and it is an acknowledged fact that illiterate children almost invariably have illiterate parents. The very figures say that the parents cannot comply with the demands for the support and well being of the child. All these cases—and they cover almost the entire ground of the operation of a compulsory system—are clear and flagrant violations of the personal liberty of the child, and in many countries would be considered criminal offences against statute law. So far, then, from the state not having the right to compel the parent or guardian to educate the child—that is to allow the state to educate it—we affirm that for a parent to allow his child to grow up in ignorance should be a criminal offence. Much more might be said in favor of this system, but there is certainly no argument left upon which its opponents can rest. There may indeed be objections to it—additional expense to the state—more school houses—may require the state to feed and clothe a large part of our school population; but all these dwindle into insignificance compared with the expense of our system of poor surveillance, reform schools, and prisons.

The necessity of popular education has been shown; the failure of the present system to meet this demand has been demonstrated; the inadequacy of any other than a compulsory system has been pointed out; we think we have proved that the only supposed objection is not an objection—



that it is not a violation of personal liberty; we claim, therefore that a compulsory system of education should be adopted by all the states. It is already on trial in several states, reports from which show an increase of attendance and a decrease of illiteracy, and that its general effects are salutary. Other nations have adopted it and testify to its excellence. Denmark, Italy, Switzerland, Austria, Prussia—all have compulsory education. There is no better educated people than the Germans. It is a part of their very idea of life. The late conquest of France is the result. It was educated Germany against ignorant France. It was not numbers but brain that won the day. Prussia's proud position is due to her intelligence.

The emancipation of 4,000,000 slaves was a grand, a noble work. The sun rose with a new splendor upon that day. Every ray beamed with sparkling joy. The whole earth seemed revived to a new existence. But here is a larger, a grander work. Here are over 5,600,000 slaves—slaves to a despotism more fearful than that of bondage—slaves to masters more tyrannical than the most cruel whipping master of the South—slaves to themselves, to their own passions and lusts—slaves to error, superstition and vice; with brains blunted and minds darkened, with faculties dormant, with all the higher sensibilities deadened, with souls soiled—they are in a state more deplorable than the most abject slavery imaginable. Who shall light them out of this darkness? Who shall accomplish this work? Who shall make the second proclamation of emancipation? The men who shall give the solution, the men who shall remove illiteracy, the men who shall raise the great masses to the mountain heights of knowledge and refinement, who shall make every juryman able to decide a complicated case and every voter to cast an intelligent ticket, will perform a work greater than the emancipation of the blacks—a work second only to the reformation.

## WANTING.

## I.

Into the midnight steadily streaming,  
Through the vaulted arches gleaming,  
Burns a single lamp :—  
In a chamber large and roomy,  
Still so cheerless and so gloomy,  
Dreary, cold and damp.

And the wind without is sighing,  
And the sinking fire is dying  
In the iron grate.  
By the table one is sitting  
'Round whose head are shadows flitting,  
Like the words of fate.

He speaks : " Oh God, a few years longer, —  
Make me but a little stronger  
To complete my task :  
Let this theme o'er which I ponder  
But become the nation's wonder, —  
That is all I ask."

Yet his dreary soul is panting,  
Some unthought-of boon is wanting,  
To his weary heart.  
Whispers of it, quick and fleeting,  
Sometimes in his mind are meeting,  
But like dreams depart.

Every wish and hope resigning,  
After hidden knowledge pining,  
Let us leave him there.  
Knowledge gain'd and Love untasted,  
Learning bought by passion wasted,  
Give us lives of air.

## II.

To humankind with all its hope  
And all its blinding fears,  
Unthinking Love alone can open  
The golden gate of years.

The mind that pores o'er volumes vast,  
—Forgetting passion's gleam,  
Will gaze back on an empty past  
And find a shatter'd dream.

"Thou shalt not," was not said of Love  
By him who came on earth,  
By him who left his home above  
To die and give us birth.  
Oh, then brush off the dust of days  
'Mid ancient ashes sped,  
And look up with a joyous gaze,  
As risen from the dead.

Shut not thy book, but ope thy heart,  
And let the two combine,—  
Each gladly working out its part,—  
With double light to shine.  
So shalt thou gaze back o'er the years  
And see a golden past;  
No vale of sorrow wet with tears,  
But endless rest at last.

KATHA.

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## POPULAR GOVERNMENT.

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A government adapted to the demands of civilization which is progressive in its very nature, must be founded on principles capable of indefinite expansion. Otherwise it will either become obsolete or, as in the case of strong central power, it grows into the most formidable evil with which society has to contend. Little reflection is required to determine that such a government must be one which gives the freest expression to the will of the people, and it might seem that a pure democracy is best adapted to this end. But however perfect the theory of pure democracy may be, it is, for obvious reasons, impracticable except in small and compact communities, and history proves that even then it fails in several important respects. Take for example the democracy of Athens—the most successful experiment

of populace rule recorded in history—its strong point was its exercise of the legislative function. The laws of Athens represented the sentiment of society more faithfully than would have been possible under any other form of government. But the same cannot be said of its judiciary. The experiment of Athens, and history in general, confirms the conclusion which we would draw *a priori*, that a popular assembly is the most unfit of all agencies for the exercise of the judicial function. The principle embodied in the most advanced modern constitutions is that the judge shall not be chosen immediately by the people. The welfare of society is so vitally related to the purity of the ermine as to make it a consideration of the highest moment that its wearer shall be a man of the ripest culture and the strictest integrity, superior alike to gusts of popular passion and the spirit of political partizanship. The executive of the Athenian democracy, however, revealed the weakest side of popular rule. The unsuitableness of the democratic form for executive efficiency is nowhere better illustrated than in the contest of Athens with Philip of Macedon, in which, through defective administration of her own affairs, she sunk from a highly advantageous position to that of political dependence. It is folly to attribute her failure to this or that accidental cause, she fell through the inherent vice of democratic government—a general weakness of administration. But though Athens failed, she proved by the wonderful progress of her people in literature and art, in science and morals, that popular government is the true principle, and the problem left to the solution of modern times was how to maintain that principle, and at the same time remedy its defects and adjust it to larger communities. Hence the representative system of modern institutions as we are familiar with it. The principle of representation is not peculiar to republics. England has carried it to a considerable degree of perfection and, in fact, it is the common

heritage of all the members of the Anglo Saxon family. But of the two elements which, as an English writer remarks, government should develop in its subjects, self-dependence and self-protection, the latter is but imperfectly secured by the British constitution. A numerous body of the people is without representation, while the upper house is wholly in the hands of a privileged aristocracy, so that the weak have no adequate means of protection against the aggressions of the strong. The American constitution combines all the best principles of English civil life with the popular element which it lacked. In form it is a representative federal democracy. Looking on democracy as ideally the best form, the founders of American institutions aimed so to combine with it the representative principle as to remedy its practical defects. The legislative body which holds the real power under our constitution loses little of the popular element by the change, except its objectionable features. It as truly expresses the will of the people, while, presumptively at least, it is composed of the select wisdom of the whole community, and its deliberations are more dignified and unimpassioned than those of a popular assembly. The judiciary is still farther provided with safeguards by a double application of the representative principle, thus maintaining a vital union with the people while at the same time it is raised above the influence of the passions and prejudices of the multitude. True, some of the states submit the choice of district judges to a popular vote, but the evil effects of this practice are apparent and the conviction is fast gaining ground that it is a fatal error. What seems to foreigners a perilous and novel experiment is the power vested in the supreme judiciary of deciding on the constitutionality of legislative enactments and the transactions of the executive, but experience has fully justified the wisdom of this feature in our constitution. It has proved a salutary check to legislative encroachments

and executive tyranny, while the restriction of its exercise to concrete decisions on particular cases prosecuted according to the forms of law, is an effectual hindrance to the abuse of power. In general the ability and purity of our judges is all that could be desired, and the ends of justice are as well attained in American courts as in the courts of any nation in Christendom. Thus it appears that the greatest defects of the Athenian system have been eradicated from our judiciary without destroying its popular character. We have seen that one main defect in the democratic system is its weak executive. Athens frittered away her energies in counseling and disputing until she was forced to succumb to the vigorous measures of Philip. The history of the Dutch Republic is an example of the same truth, and even the Swiss confederation experiences difficulty from the division of her executive function. The problem with the fathers of our constitution was how to secure to free institutions the efficient executive of a monarchy, and this they attained by vesting that function in a single individual, clothing him with enough of the powers of a sovereign to enable a prompt and efficient execution of the laws. Republics have as a rule jealously limited the prerogatives of their servants, but our fathers, with a truer insight, secured a strong government by a liberal distribution of powers, while by a wise system of checks and counter-checks, balance of power was maintained, and the severed departments restrained from abuse of power. On the whole, then, our form of government, while it allows and promotes the highest exercise of rational liberty, is as strong in the exercise of its functions as a constitutional monarchy, and the wisdom of its founders in grafting the representative principle into republican institutions has been fully exemplified.

In the very conditions of our national life may be found a guarantee of its permanence. It combines the national and local elements in such a proportion as to secure a just equilib-

rium. The fate of governments with but one tendency proves the importance of such a balance. In France, where the national instinct is all prevailing, civil liberty has invariably been swallowed up in centralized despotism. On the other hand, the local spirit has embroiled Germany in constant civil dissensions; it seems that nothing but the strong grip of Bismark's despotic hand can control opposite tendencies and enforce anything like national union. Our government might have fallen before one or the other of these tendencies were it not planted in a soil where each exists as a check on the other. National union might drift toward centralization and end in despotism, but here steps in the state government with local rights clearly recognized in the fundamental law of the land. The upper house is based on federal representation, and represents the interests of the states in contradistinction from those of the people. This is one of the most striking features of our constitution, not the existence of an upper house, but the peculiar basis on which it rests.

Having taken a cursory view of representative federal democracy as presented in the American constitution and shown how it successfully combines popular freedom with efficient administration and preserves a just balance between national and local tendencies, we are prepared to determine whether that form which is theoretically superior to all others is practically the best. To apply a threefold test, first, that government is best adapted to the wants of the people which allows freest expression of those wants. Our constitution fosters the widest rational exercise of individual liberty. Freedom of opinion is secured by an untrammelled press. The way is opened for unlimited internal improvements, free communication between the states is an established principle. Every obstacle is removed from the path of general education and freedom of conscience is secured by the total separation of church and

state. Thus our political system gives the freest scope to the material, mental and moral development of the people.

Second, it trains the people to self dependence by calling their faculties into constant exercise. Our constitution provides the raw material, so to speak, and leaves to the people to work it up. Ours is a government of institutions the functions of which must be discharged by the people themselves. Society is generally self governed. Internal improvements are carried on by local institutions; popular education is a local institution; local institutions execute the laws, and administer justice; in short, through local institutions the people are self-governed, self-educated, and self-improved. Manifestly, therefore, the American system of government meets the wants of the people by promoting institutions the responsibilities of which rest on the shoulders of society itself.

Third, it is evident that such a system affords the greatest facility for the action of the popular will on its form as well as its functions. This is involved in the representative principle, and is further secured by the freedom and efficiency of the press, by universal suffrage, by short terms of office, by the eligibility of every citizen to the highest offices, and finally by a provision in our national constitution for its own amendment.

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'75.

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The bird is awaking his passionate strain,  
And the sky will be bright on the morrow;  
But the song mocks our grief with its joyous refrain,  
And the melody dies out in sorrow.

The chain of affection that binds us as men  
With its pearls shall be scattered and riven,  
And the merciful hand that shall link them again  
Will be found at last only in Heaven.



But the halo of light that emblazons the sky  
In the lustre of morn's early shining,  
Is a watchfire of mem'ry effulgent on high  
When the gloom shall o'ercrest day's declining.

So the friendships that cluster around our young dreams,  
And the rose tints that color youth's flowers,  
Will illumine our age with their radiant gleams,  
And will glow in our languishing hours.

Some new vista of beauty may open to view  
In the forest of years that await us—  
A reflection of joys which our college days knew—  
And with rapture the scene will elate us.

Thus, dear class, we will ever exalt thy renown,  
And thy scutcheon of honor we'll cherish ;  
When decayed, we will mingle our dust with your own,  
By your side we will live and will perish.

C. H.

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## SHAKSPEARE AND THE DRAMA.

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Man is essentially a seeker after truth. This is apparent whether our eye is turned towards the child, whose greatest delight is found in ascertaining new facts and finding out the causes of old ones, or towards man ; for in history we find his settled, eager aim has been the discovery of truth. Even those massive systems of modern error, Mohammedanism and the society of the Jesuits, were established in the eager search for truth. The mass of mankind has been feeling this way and that, and prying this way and that to push their little sphere of knowledge out into the vasty deep of Being ; like coral insects rearing with centuries of toil a solid buttress to resist forever the shocks of the boundless ocean.

But man at this rate would creep along but slowly, ages would elapse ere he had first principles fully defined, did not some gifted mind arise and do alone in a lifetime what

the world of plodders would not have reached in an age. Our own richest American poet, richest in intensity of soul, has beautifully expressed this in that terse and pregnant style which it is a poet's pleasure to employ.

All thoughts that mould the age, begin  
Deep down within the primitive soul  
And from the many slowly upward win  
To one who grasps the whole.

In his broad breast the feeling deep,  
That struggled on the man's tongue,  
Swells to a tide of thought whose surges leap  
O'er the weak thrones of wrong.

So Plato and Aristotle discovered mighty truths from which the mass of petty philosophers deduced many important ones, but more universal ones were established when Leibnitz, Newton, Descartes and Bacon gave fresh impulse to the search, pushed out quays into this unknown deep, between these industrious followers are now engaged in filling in. These leading spirits seem to have been born in the temple of Truth, and on gazing around and acquainting themselves with some of its apartments, they have unbolted the gates to the surging multitude pressing for entrance. Inmates of the temple of Truth are few and mankind cannot too sincerely pay its homage at their feet. One of them was Shakspeare. That misty realm of human nature, so often misleading men who endeavor to discover its truths, he has traversed from end to end. Truths in human nature are of far more vital importance than mere truths of nature, for the latter only gratify that curiosity for truth common to mankind; while the former are of inestimable value in moulding character. Bacon differs from Shakspeare in that he published the method by which he arrived at whatever of eminence in philosophy he reached and others may, by following his method, surpass him in his attainments. But Shakspeare's work was done apparently by intuition. He has left no method; there is his work,

but the worker has departed nor has he left behind him any tools which other hands might wield. His work reminds us of those tremendous capstones to the pyramids, of such size and weight as to baffle all modern appliances and scientific skill to move them; yet living proofs of the tremendous force at the command of some former people. Or, to change the simile, it might seem like the rich ore in some strange vessel which had arrived during the night; the crowds are flocking to the wharves to gaze curiously at it, but much as he might admire the gold, much as he might long to find its native bed, who in that moving throng could trace the vessel's wake back through the pathless ocean? The finest and that on which his reputation largely rests is his work in the sphere of tragedy. And we believe that his ability as a dramatist is the index of a poet's genius. A strange theory you may think, but "genius" is used in a very narrow sense and "tragedy" in, perhaps, too broad a sense. There is a poetic talent and there is poetic genius. Talent can appreciate *Nature's* charms, and can after a process of induction, rhyme out thoughts on "Hope" and "Reflection" and "Memory;" genius, with a like appreciation of *Nature* reads *human* nature as if it were an open book, it sounds to its very depths that soul which was made in the image of the Almighty, it grasps and paints in a few touches those magnificent outbursts of passion, which, when roused, sweep over and bear along the unwilling will; and this by no method of induction, the true poet feels and knows from the very depths of his being that what he says is true. Tragedy is used in so broad a sense that *Paradise Lost* is considered a tragedy. If Adam be taken as hero it is certainly not one, but an epic; but Satan as hero, (as he certainly is,) and it is a tragedy in the truest sense. This estimate of genius would exclude Homer and Virgil from the category. As an opinion it is the writer's that Homer was not a genius unless considered so relatively by reason of the opportunities men then had. Achilles, his proud-

est effort, is but a man of tremendous physical strength joined with a childish weak and petulant disposition; as for instance when imposed upon by Agamemnon instead of resisting and resenting in a lofty and manly manner he goes off to his tent and refuses to yield his services to the army. His impotence is almost ludicrous. And then too his message to Agamemnon through Patroclus would have befitted an injured, helpless young woman.

In order that we may see whether Shakspeare had any ability as a tragic dramatist let us consider the characteristic features of a tragedy. First, there must be one central figure. There must be nothing general about it; everything must be closely related to the subject, no digressions such as are allowable in the epic. Any violation of this law destroys the unity of the piece and in great measure dissipates the interest felt in it. But, and a point which is more important, this central figure must be the subject of intense passion. On this hinges the individuality of the tragedy. Other styles of literature require a central figure, but in none is it necessary to form him subject to passion. Herein lies the characteristic richness of the tragedy in those grand old passions, whether good or bad, as they surge up against the walls of a man's being; just as a thunder storm with its seams of lightning often results in harm to man, yet is it none the less sublime, so the portraiture of passion, though passion in itself is injurious, is productive of good both reflex and objective. Aristotle in one of those brief but comprehensive definitions (so peculiar to great thinkers) designates tragedy as intended to "incite sympathy by pity and terror." "To urge to sympathy," to move, and yet what grander results the dramatist has just within his reach, to control and fashion moral sentiment in the people.

In the drama the exhibition of man's inner, hidden life is an important feature. And this arises from the former

statement, namely that passions are depicted. It must be by an intuition that an author is able to describe internal character, for of all things which a man possesses, this inner life he will not disclose. Hence he has no ground for induction, that philosophic method of arriving at truth which the true poet does not require. Here lies the great difficulty in tragedy, and here genius comes to the poet's aid in exhibiting the influence of outward circumstances on a man, the resolve that is consequent upon them, and the act as fruit of the resolve. Hence it is in a respect more difficult than the epic where the narration only is needed. The act is all that is required. Finally, great concentration of thought is required in the tragedy. The work of a considerable period must be compressed into within the limit of two or three hours. This also requires genius to seize only the salient points, and present them in bold and striking outline. Condensation heightens effect. The drama does not depend upon well rounded periods or polished expressions for its effects but on its rugged outline. It hints at more than it portrays, and commits a scene partially wrought to the imagination of the beholder, so heightening the effect upon him. Not only condensation of thought but condensation of expression is necessary in, and peculiar to the drama. Terse, pregnant phrases stick in the memory. A large proportion of the brief, every day quotations have been taken from the drama.

It will be found that Shakspeare conforms to these laws of the tragedy in all his finer works. There is in *Macbeth*, in *Lear*, in *Hamlet* a central figure, which is the subject of intense passion, and hence the inner life is portrayed; the events of months and even years are crowded into the space of a few hours; condensation of thought and of expression, is employed when possible; and lastly, they are rich with universal truth.

R.

## Voice of the Students.

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[This department of the LIT. is intended to represent the opinions of the students upon current college topics, and is open for free and fair discussion to the advocates of both sides of disputed questions.—Eds.]

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### THE BASE BALL DIRECTORSHIP.

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There has been quite a commotion created throughout College by the proposed change in the manner of electing the University Ball Nine Directors. According to the present arrangement, the Directors for each year are elected by those members of the nine holding over from the preceding year, and the Directors thus elected choose the nine. This *circulus in electione*, as the logicians would term it, has been in vogue a number of years, and because it is now proposed that the Directors should be chosen by the classes, certain gentlemen have had their "dander" raised at the monstrous injustice of such an idea. Under this category comes a writer in the PRINCETON PRESS of May 29th, signing himself "C," who attempts to ridicule the proposal.

That "harmony is the indispensable condition of the success of the labors of these functionaries," (the Directors) no one will deny, but to affirm that the proposed system would fail to ensure it is as "visionary and absurd" as

"C" declares the proposal itself to be. Why the Directors chosen by the classes would not act with as much harmony as those elected by the nine could display, this able logician fails to explain. Granting that there might be before the election some wrangling among the many cliques in College, we fail to see why after their election the Directors could not act harmoniously.

The gentleman proposes what he claims to be the only two plans feasible. A moment's consideration might have suggested to him that something like a union of the two plans thus proposed would be the most advisable of all. Let the classes elect the Directors and the management go on as before, and we predict that the desired harmony will be secured and the writer's fears allayed.

Because the more thoughtless members of College raised such a "hue and cry" about the ill success of the nine is not sufficient ground for the declaration that the entire College does so. For our own part, nor are we alone, we have always been ready to excuse the nine for their bad playing at times; and we believe that the more considerate element of the College finds sufficient palliation for the nine in the fact that they frequently play under great disadvantages. It is to be hoped that the grumblers, who, we fear, are in the majority, will in the future be more careful in their discouraging remarks.

We believe that the base ball management is in the hands of a clique. We say so, not because the Directors turn out in a body to see the games, for many of the students, who have to pay, are as regular in their attendance as the Directors, who do not; not because the Directors have offered a prize bat, for that is in no sense an argument either for or against them; not because a few men are compelled by their financial standing to show their interest in the nine by viewing its exploits from the houses adjoining the grounds; not because the Directors

are so foolish as to offer to make up any deficits which may result; nor because they do not in reality do so, the money being merely advanced on their part, and there being any number of men in College who are willing to share the losses with them, but because the College has never had a voice in the choice of the Directors; because all the Directors are members of one or two small crowds who have gained control of the base ball affairs; and because the interests and wishes of the College are not *always* consulted in regard to the appointment of the nine. That the Directorship has thus become in a manner hereditary is too well-known a fact to admit of denial, and that the wishes of the College are so frequently disregarded seems to betoken the need of reform. Complaint is made that the students do not support the nine, but when the substitution of one player for another is popularly demanded, the Directors suit their sweet pleasure in making the substitution.

It seems to us only fair that the College which shares the glory or shame, as the case may be, which the nine reflects upon it, should have some voice in this matter. The expense of uniforming and supplying the nine with materials for their games are borne by the College, and if at times the Directors should consent to sustain losses, the fault lies with them, not with us.

The anger and imaginary insulted dignity on the part of the Directors are richly absurd. The question arises, why do they so strenuously oppose the new plan? Is not their record before the College, and do they fear that it will prevent their re-election? If they are sacrificed to prejudice do they not fall martyrs in a worthy cause? Certainly the Directors who remain with us can have no objection to being judged in competition with their classmates; and what possible interests the retiring Directors can have in the matter has not as yet clearly manifested itself to us.



We, in common with "C," and the Directors, are desirous of seeing our really fine nine again at the head of the list. We feel with them an equal interest in our base ball record; but believing that the classes alone have the right to select their representatives, we hope that '76 will *not* "assert its independence of the scheme," but that it will use every endeavor to secure this most desirable change.

B. B.

### THE ROCKET.

Princeton boasts a College cheer equal in beauty, or perhaps, superior to any other we ever heard. But the beauty of any such cry is enhanced or destroyed by the uniformity and precision or the irregularity with which it is given. And it is certainly true that for some time past some members of College have, on almost every occasion, unwittingly done the most in their power to mar the harmony of our College cheer by introducing sounds that are entirely foreign to its spirit. If any one has ever heard a rocket give forth a sound even remotely resembling the outlandish syllable "zip," then we own there is some excuse for once committing the error of inserting it into the College cheer. Or if it can be proved that a majority of rockets are so devoid of taste as to go off in that way, then we are in favor of a corresponding alteration—for logical correctness, not for beauty. But until it is so proved, let us stick to established usage.

There is another slight change in the present method of giving our halloo which we think worthy at least of consideration. As we hear it now, the last three cries are given in very rapid succession,—so rapid that the similarity of the whole to its prototype is much less close than it might be. This defect could be easily remedied by a

slightly more prolonged hiss, and longer pauses between each two of the last three syllables. When the writer first heard the cheer given on the campus, he was compelled to stop and think, and only after thought did he conclude that it was the "Rocket," of which he had heard more than once. It seem to us that this is not as it should be. It were better if so given that the listener, even if he has never heard its name, not only can, but must, understand its origin. The beauty of the whole cry would also be materially increased by this change.

R.

#### THE PHILADELPHIAN SOCIETY READING-ROOM.

There seems to be an impression throughout College that this room is intended for the use of members of the Society only. Such, however, is not the case. This excellent reading-room is open to all, and there may be found the best religious papers of almost every denomination which are published in the country.

It is hoped that members of College generally who feel an interest in the current literature of the day will avail themselves of the opportunity here presented. To think that a church paper is wholly devoted to religious interests is a common mistake, and many would be surprised to find what a great amount of scientific and literary intelligence most of them contain. Were men better aware of the nature of what they term the "Philadelphian Society papers," the complaints at the want of a College Reading-room would almost entirely cease, and the object for which this Society's room was established be better secured.

H.

## Editorial.

SUCCESS IN THE Inter-collegiate regatta, though far from being a criterion of college standing, nevertheless adds materially to the comfort of the fortunate college. If the satisfaction a victory produces is proportionally different from the feeling which overspread our College after last year's defeat, we would say victory must be sweet indeed. Every effort is being made by our boating men to secure this success, and so far as we are able to judge, there is a strong probability of Princeton obtaining a very creditable place at Saratoga. Last year's crew was the youngest, lightest, and, as it proved, the worst crew on the lake. They had had but little training, no experience, and were necessarily chosen too hurriedly. For many years boating in Princeton had struggled along, beset with many obstacles, with scarcely any support from the undergraduates, and a very homœopathic assistance from the alumni.

It was only through the determination of the then Freshman class to send a crew to contest for freshman championship, that boating became general. The University crew represented our revived boating spirit, and not our boating material. Matters are different with regard to our present crew. It is the result of a deliberate and thorough investigation of what we need, and of what we have. It is not saying too much if we pronounce the

present crew vastly superior to the former. The men composing it have greater natural strength, more careful training, and are under much abler leadership. We have, therefore, greater confidence in our present representatives, and we feel that we are sending to the regatta our best oarsmen. The humiliating defeat of last year warns us to be guarded in our utterances, and not too sanguine of the result. We shall venture to say no more than that we expect our men to do very well. But should our boat fail to obtain a respectable place, let not the College too eagerly censure, for of all athletic sports, not one is more liable to casualties, or to which a single mischance is more disastrous in its results.

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WHILE OUR GREAT facilities for literary culture merit hearty self-congratulation, they can not, justly, be called sufficient. A College reading-room is most needed. The College contains at present the reading-room of the Philadelphian Society, and—if the Halls offer like advantages—three others besides. All of these, however, are restricted to the use of certain persons, and walled in by requirements and laws distasteful to many students. So, to a large extent, they are exclusive, and this important aid to literary training refused to many. Were the books now in the College library distributed among three or four societies, so organized that members of one could not be benefitted by the others, and persons not members of any society entirely denied these privileges, it is reasonable to suppose that knowledge would be much less general than it is at present. Why then should newspapers and pamphlets be monopolized by a comparatively small number, rather than be at the disposal of all? A large and elegant room, like Examination Hall, supplied with standard periodicals, and

a set of judiciously selected books of reference would not only be a source of general gratification and improvement to the students, but also a valuable addition to the College itself.

DURING THE LATE GAME at Yale, the ball nine were presented with \$200 by Mr. A. Allen Bonner, of New York city. On the part of the nine and the College in general we return our earnest thanks to Mr. Bonner for his kind and well-timed generosity. This is but one of the numerous instances in which this College has been benefited by members of Mr. Robert Bonner's family. They have always been most friendly to us, indeed most brotherly. High-flown language would but poorly express real gratitude, and so we say no more than this: that we are deeply sensible of Mr. Bonner's kindness, and hope that our actions may prove us not unworthy of his regard. And just here it may be well to say a word or two about the home support of our nine. To say the least, there might be more. There is too little pocket-book interest shown in base ball. Students rejoice when the nine wins, and cry "hard luck" when they lose. But why, we would ask, do so many of them stand outside of the grounds and look over the fence, when by going inside they could aid the treasury of the club and encourage the players by their presence? At any rate, let those who cannot afford to go in stay away altogether, and not discourage the directors by their unpleasant ways. The directors have more than once made up deficiencies out of their own pockets. Do not, then, let them see you on the outside of the fence. Go in or go away. We do not like to speak of this matter, and hope that the LIT. will not again have occasion to notice it.

THE HARVARD CRIMSON has spoken of the kind manner in which her men were treated when here. We are much gratified at being able to return the compliment. When our nine visited Cambridge they were entertained most royally. They have, every one of them, spoken of it since their return, and we gladly acknowledge the courtesy of our Eastern friends.

Under this head we would say a word to our own students. When a nine comes here we often express our pleasure at their errors, very audibly. The temptation in a close game is very great, we admit; but to say the least it is unkind and ungentlemanly. Let us treat clubs visiting as we would have our own treated when abroad. Thus we shall merit not only the kind recognition of Harvard, but of every base ball association in the country. Let us remember that our nine is composed of gentlemen, and that we should help to support its good name.

WHAT METHOD, philosophical or mathematical, enables the authorities to seat four hundred men upon three wooden settees, is an unsolved secret so far as the students are concerned. We have as yet heard of no one who has settled the question, either in respect to its theoretical authenticity or practical application, and we are just beginning to doubt the capability of these three settees. Were it not that day after day those most useful and capacious ornaments stand unblushingly upon the campus as if glorying in the unsolved mystery, we would immediately doubt the possibility of such a thing. But as it is certainly evident the authorities would supply more seats if three wooden settee did not suffice for seating four hundred students, the only matter in hand at present is to learn how this difficult feat may be accomplished. We

would suggest, however, that pending the solution of this problem, thrice or four times the present number be furnished in order that our campus may be more enjoyable, and this complex question be solved with greater personal convenience.

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INTRODUCTORY OVERTURE. "Le Roi est mort! Vive Le Roi!" As one class descends from this literary throne and another takes its place, the old quotation is not inapplicable. Messieurs of '75, from your hands we take this office as a sacred trust.

The present LIT. board has all along felt the importance of the duties assigned to it. With all due deference to the unquestioned ability and judgment of our predecessors we have decided that the editing of the LIT. can be improved. The narrow exclusiveness of opinion brought about by having the whole work of each number placed in the hands of two individuals was manifest to every one. We determined to avoid this by giving every member of the board a portion of the labor on each LIT. Hence we have two editors on the Literary Department; two on Voice of the Students; two on the Editorial; two on Olla-podrida; and two on Exchanges. In this way we expect to have each department properly and thoroughly attended to.

Moreover, the positions of the associate editors will change each month in regular rotation. Thus the two having the Literary Department in July will have the Voice of the Students in September. The others will make a corresponding change, those having the Exchanges taking the Literary department. In this way there will be more variety in the LIT. than if the positions were permanent; and there will be no danger of any department being continually in the hands of an editor unsuited to it. The whole magazine is subject to the inspection of the board as a body;

and this will prevent all from indulging in scurrilous personals and unpleasant innuendoes such have too often disgraced the pages of our college monthly.

The May number of '75's *LIT.* suggested the idea of printing eight numbers per year instead of ten. The present board has not seen the necessity of making any change.

So much for the management of the *LIT.* And now a word to the undergraduates of the College. There seems to be a false idea among many of the lower classmen that they are not welcome to the pages of the magazine. This idea we would like much to see abandoned. Good matter is what we want; and it makes no difference to us who furnishes it. No gentleman need fear that his contribution will be rejected if it is worthy of a place. And if it is not, why, there will be a capacious editorial waste-basket.

With these few introductory words we begin our year, and we hope to find at its end that our labor has not been in vain.

The present *LIT. BOARD* has already discovered the need of a room in which to transact the business connected with the publication of the magazine. There ought to be a room in one of the college buildings devoted entirely to this purpose. The Faculty will, doubtless allow us a room; and then the students should, without regard to classes, fit it up in a neat and substantial manner. The expense, if borne by the entire college, would be light; and, then, not only the present Board of Editors, but each succeeding one, would have a room in which they could comfortably transact the business of the *LIT.* without being dependent on the Philadelphian Society, as is now the case. We have neither time nor space to further discuss this matter now, but we hope, in our next issue to announce that the project is well under way.



## Olla-podrida.

BASE BALL.—On May 26th, the Yale nine visited Princeton and played with the University the second game of the College championship series. The playing of our nine was much below their standard, and the game resulted in our defeat by a score of 14 to 4.

Our errors in the first inning gave the Yales five runs, a circumstance which seemed to completely demoralize our nine. This lead was further increased by bad playing on our part in the fifth, sixth and seventh innings, and the result was as above given. The best playing was done by Bigelow of the Yale nine and Denny of ours.

The Yale men assembled on the Campus after supper, and were treated to the usual fine singing of the Glee Club. They left on the evening train apparently well satisfied with the game and our treatment of them. The score is as follows:

PRINCETON.		YALE.	
	R. I B.		R. I B.
Laughlin, s.,	0 0	Hotchkiss, m.,	2 2
Moffat, b.,	0 0	Morgan, h.,	3 3
Walker, m.,	1 1	Knight, r.,	3 2
Campbell, a.,	0 0	Avery, p.,	2 2
Woods, c.,	0 1	Bigelow, c.,	2 1
Bradford, r.,	0 0	Jones, a.,	1 0
Mann, p.,	1 0	Maxwell, b.,	0 0
Denny, h.,	0 1	Smith, l.,	1 1
Duffield, l.,	2 0	Wheaton, s.,	0 0
	4 3		14 11
Innings,	1 2 3 4 5 6 7 8 9.		
Yale,	5 0 0 0 5 2 2 0 0—14.		
Princeton,	0 0 0 0 3 0 1 1 0—4.		

Time of game 2 h. Umpire—W. C. Dole, Jr., Yale. Earned runs, Y. 3.

On May 27th, the nine left on a tour to Harvard and Yale, playing at the former place on the 28th, and at the latter on the 29th. The particulars as given below are furnished by a *LIT.* reporter who was on the grounds.

The nine left Princeton in the 9:45 train on Thursday morning in good spirits, and hopeful for success, notwithstanding their disheartening defeat of the day before. At New Brunswick several of the boys kindly—indeed, rather officiously—offered to point out the building, whence “We took those muskets,” but as each designated a different one, we proceeded in a state of delightful uncertainty. Five o’clock found us on the “Providence,” of the noted Fall River line, a magnificent boat. In the absence of any music, the boys improvised a Glee Club, and the well known college airs were rendered to a highly appreciative audience, in a manner that would not have disgraced the P. G. C. “John Brown” and “Peanuts” seemed favorites, each receiving an enthusiastic encore. Much of the success was no doubt due to the efficient leadership of Mr. Wm. F. Dunning, ‘77.

Next morning—owning to the proximity of the paddle wheel, and the sea-swell off Point Judith—the nine arose rather fatigued from loss of sleep. The ride to Boston did not help matters any, so that it was with a feeling of relief that we beheld the comfortable barouches provided for us by Harvard hospitality. After a long, and rather dusty drive through the beautiful suburbs of the “Hub,” and a view of the college buildings and grounds, we drew up before the magnificent “Memorial Hall,” where the two nines dined together.

The afternoon’s game was played on Jarvis’ field, the Boston grounds being occupied. They had not been played on for some time, and were in poor condition, being particularly hard and “lively.” As to the game itself, little need be said. Harvard played the same steady game they’did before, while Princeton’s misfortunes began almost immediately. Nevertheless the fellows played a good uphill game during the first five or six innings, when several unfortunate decisions of the umpire blasted all hopes by depriving us of at least four runs, which would have tied the game, after that Princeton played indifferently and listlessly, allowing their opponents to score three runs in the last inning, after the game was really over.

On the part of Princeton, the play of the whole in-field though at times scarcely up to their standard was still to be commended. Denney’s hands were very sore—even compelling Kargé to catch for one inning—but under the circumstances he played remarkably well. For Harvard, Kent kept up his reputation while their right fielder covered himself with glory by capturing a difficult “liner.”

The following is the score:

PRINCETON.			HARVARD.		
	R.	I B.		R.	I B.
Moffat, b.,	0	1	Leeds, s.,	2	1
Laughlin, s.,	2	2	Lattiam, r.,	1	1
Walker, m.,	1	1	Hooper, p.,	1	3
Campbell, a.,	0	1	Tyng, c.,	1	1
Woods, b.,	0	1	Kent, a.,	2	2
Kargé, r.,	0	1	Thayer, b.,	1	2
Mann, p.,	0	1	Ernst, m.,	1	1
Denny, h.,	0	0	Tower, l.,	1	1
Duffield, l.,	0	0	Thatcher, h.,	0	0
	3	8		10	12

Umpire—Mr. Denton of Harvard. Time of game 2 h. 5 m.

The boys all appreciated their kind reception. From the moment of our arrival till our departure, the members of the H. U. B. B. C. could not do too much to make our visit agreeable. We were treated not as strangers, but as friends. Nothing that could be done for our comfort was omitted, and the nine were not sorry, that since they had to be defeated, it was Harvard that did it.

Leaving Boston that night, well-nigh resolved to challenge the "Prep" nine, or even Rutgers, on our return, our party reached New Haven at three o'clock Saturday morning and slept the sleep of the just—mingled to be sure, with visions of 10—3, till late in the day. At best, Yale was not very enthusiastic in extending us her hospitality. It is true, some of her men did inspect the hotel register, to make sure of our arrival. It is also true that this was all we saw of them till the two nines met in the "bus" to go to the grounds in the afternoon.

Spurred on by Friday's defeat, and the remembrance of 14—4, our men went on the field with the determination of showing Yale, that we could play base ball, as well as foot ball down here.

The first man to the bat sent a grounder to Moffat. "Doc" had been feeling very unwell, and seeing two "Jai's" at first, threw accordingly and allowed the batter to make third; and a repetition of the Princeton game seemed inevitable. That gentleman remained at third, however, as the next three men were quickly retired. The next inning, Yale again led off by scratching first, but after this not a single Yalensian reached his base.

Princeton managed to get a run around in the first inning by an error at short, and from then to the eighth, though several gained their base, were unable to score. In the eighth, by good batting they filled the bases, and worked two men around. Both nines were blanked in the ninth, thus ending the best amateur game on record by the brilliant score of 3—0 in our favor.

The feature of the whole game was "Mac's" pitching, as is apparent when such a heavy batting nine as Yale could not secure a single base hit in nine innings. They don't like *Mahs* balls so much now.

Princeton played a firm, sure game, their errors being few and excusable. Yale's play, also, was steady, the game being won, not by their errors, but by our good batting.

PRINCETON.		YALE.	
	R. I B.		R. I B.
Moffat, b.,	0 1	Hotchkiss, f.,	0 0
Laughlin, a.,	1 0	Morgan, r.,	0 0
Walker, m.,	0 2	Knight, l.,	0 0
Campbell, a.,	0 0	Avery, p.,	0 0
Woods, c.,	0 0	Biglow, c.,	0 0
Kargé, r.,	0 1	Jones, a.,	0 0
Mann, p.,	1 2	Maxwell, h.,	0 0
Denny, h.,	1 2	Smith, l.,	0 0
Duffield, l.,	0 0	Wheaton, s.,	0 0
	— —		— —
	3 8		0 0
Innings,	1 2 3 4 5 6 7 8 9.		
Princeton,	1 0 0 0 0 0 0 2 0—3.		
Yale,	0 0 0 0 0 0 0 0 0—0.		

First base by errors, Princeton 2; Yale 2. Runs earned, none. Umpire—Mr. Dunning. Time of game 1 h. 40 m.

The boys were satisfied. The Harvard score was forgotten, and as we answered Yale's feeble "Rahs," with a regular, old-time, ear-splitting "rocket," all declared, amidst our mutual embraces, that old Nassau Hall was

"Bully at base ball."

The trip home was uneventful, yet joyful, everybody being in a good humor, and on a broad grin, until we got out at the Junction from the "owl," and found not even a "one loss shay" provided for us, and a long walk necessary. Princeton was reached at daybreak and the weary ballists straightway betook themselves to the arms of morpheus and dreams of 3 to 0.

On June 1st, the University played the Hartford nine, and, as was anticipated, suffered a defeat. The game opened well, but the bright hopes which the opening aroused began to be dispelled in the fourth inning, and from this point the game was only "from fair to middling." At its close the score stood 15 to 1 in favor of the visitors, a result rather more unfavorable than was expected. Although the Hartfords at first struck out with sufficient regularity to satisfy the most spiteful looker-on, their long practice under Cummings,—from whom Mann learned his peculiar twist,—enabled them to quickly recover, and from the fourth inning their base hits were unpleasantly numerous. The number of left handed batsmen among the visitors worried our boys considerably, and a closer knowledge and observance of the rules on the part of the umpire would have materially affected the score.

Among the features of the game were two fine double plays in the third inning,—by Woods and Moffat of the Princeton, and Carey and Bond of the Hartford; a fine stop by Woods in the fourth; a foul-tip caught by Denny in the fifth; a "hot" line fly caught by Woods in the sixth; and two three base hits—by Woods of the Princeton, and Harbridge of the Hartford, in the eighth. Below is the score:

PRINCETON.		HARTFORD.	
	R. I B.		R. I B.
Moffat, b.,	0 0	Allison, h.,	1 1
Laughlin, s.,	0 0	Burdock, b.,	2 2
Walker, m.,	0 3	Carey, s.,	3 3
Campbell, a.,	0 0	Cummings, p.,	2 0
Woods, b.,	1 1	York, l.,	3 3
G. Mann, r.,	0 0	Ferguson, c.,	1 3
Mann, p.,	0 0	Remsen, m.,	1 1
Denny, h.,	0 0	Harbridge, r.,	1 1
Duffield, l.,	0 1	Bond, a.,	1 1
	1 5		15 15
Innings,	1 2 3 4 5 6 7 8 9.		
Princeton,	0 0 0 0 0 0 1 0 0—1.		
Hartford,	0 0 0 4 0 1 3 7 0—15.		

Time of game 1 h. 40 m. Umpire—Chas. Daniels, Hartford Amateur B. B. C. Earned runs, H. 5.

On June 2d, the University played the Burlington, N. J., nine, and defeated them by a score of 6 to 2. Although the general playing was steady and regular throughout, brilliant plays were few and far between. The score is as follows:

PRINCETON.		BURLINGTON.	
	R. I B.		R. I B.
Moffat, b.,	0 0	Fenimore, a.,	0 1
Laughlin, s.,	0 0	Keegin, b.,	1 2
Walker, m.,	1 1	Knight, p.,	1 0
Campbell, a.,	0 0	Alexander, m.,	0 1
Woods, c.,	0 0	VanRensselaer, c.,	0 0
Kaufman, l.,	1 1	Pfeffer, h.,	0 0
Mann, p.,	1 1	Horn, l.,	0 1
Denny, h.,	1 1	Borden, r.,	0 0
Duffield, r.,	2 0	O'Brien, s.,	0 1
	6 4		2 6
Innings,	1 2 3 4 5 6 7 8 9.		
Princeton,	0 1 1 0 0 1 2 0 1—6.		
Burlington,	0 0 0 5 0 2 0 0 0—2.		

Time of game 1 h. 20 m. Umpire—S. W. Stockton.

The Annual Meeting of the Nassau Hall Bible Society was held in the College Chapel on the evening of May 12th. Mr. Dulles of '75, the retiring President, occupied the chair; and the usual routine business of having official reports, &c., was transacted. The following is an epitome of the Treasurer's Report:

Balance on hand from last year,	\$2.10
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CONTRIBUTIONS:

By the Faculty of the college,	\$26.00
" " Class of '75,	22.00
" " " '76,	28.75
" " " '77,	28.25
" " " '78,	21.25

Total,	\$128.35
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After paying incidental expenses there will be a surplus fund of about one hundred dollars. It was ordered that this be sent to the American Bible Society to constitute Messrs. W. V. Louderbough, W. H. Grundy, A. M. Dulles and W. K. Eddy, of '75, Life Members of that Society. The Society also voted to send a large gilt-edged Turkey Morocco Bible, costing about ten dollars, to the church at Culpepper, Va. The following officers were elected for the ensuing year:

*President*—A. VanDeusen, '76.

*Vice-President*—G. B. Stewart, '76.

*Secretary*—L. S. Mott, '77.

*Treasurer*—D. B. McMurdy, '77.

*Directors*—From '76, S. C. Cowart and L. W. Lott.

" '77, F. Campbell and H. J. Power.

" '78, S. H. Moore and A. W. Dickons.

" Scientific School, J. G. Cecil, '76, H. D. Chapin, '77.

After the business meeting, the Society listened to a very able, interesting and practical address from Rev. George J. Mingins, of the N. Y. City Mission. We wish that all could have heard Mr. Mingins. We are sure they would have gone away with a higher appreciation of the Sacred Scriptures.

A late writer in the *Princeton Press*, rather indelicately and with great injustice, published the names of several gentlemen who, he alleges, "looked over the fence at the Yale game." When a gentleman undertakes the unpleasant and difficult role of censor his information should, at least, be correct.

'75's ambition seems to have no limit as to either extent or direction. Now there come no less than six members of that class who dispute Com. Foote's claim to being the smallest man who has ever been in Princeton. Will such men ever rejoice in the success of their fellows?

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Resolutions adopted by Cliosophic Society regarding the death of MR. HULL of '74.

WHEREAS, It hath pleased Almighty God to call unto himself our esteemed brother J. DEWITT HULL, who so recently was with us; therefore

*Resolved*, That in his death the Cliosophic Society has lost a graduate member who ever won our respect by his proficient scholarship, and our love by his true manly character and his devotion to the right.

*Resolved*, That in view of his steadfast fidelity to the Master, we can but feel that our loss will be his eternal gain.

*Resolved*, That Clio Hall be draped in mourning for thirty days and that a copy of these resolutions be sent to the family of the deceased and published in the NASSAU LITERARY MAGAZINE.

ALBERT VANDEUSEN,  
JOHN P. BROWN,  
GEO. B. STEWART,  
Committee.

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#### HALL OF THE AMERICAN WHIG SOCIETY.

June 4th, 1875.

WHEREAS, We have learned with deep regret the death of our distinguished fellow-member HON. JOHN C. BRECKENRIDGE of Kentucky. Therefore

*Resolved*, That in his death we appreciate the loss to his family of a loving and beloved member, to ourselves of a valuable and esteemed associate, to his State of a celebrated and conscientious citizen, and to his country of a talented and influential son.

*Resolved*, That in their deep affliction his family have our most sincere sympathy and condolence.

*Resolved*, That as a tribute of our respect to his memory the Hall be draped in the customary manner; that a copy of these resolutions be transmitted to the family, and that they be published in the *Louisville Courier-Journal*, *N. Y. Tribune*, and the *NASSAU LITERARY MAGAZINE*.

H. E. DAVIS,  
F. B. SMITH,  
J. E. RICHARDSON,  
Committee.

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Both the Freshman and University boat crews are progressing finely. They had an impromptu race a few days ago, and the Freshman quieted the fears of the College by coming in first. The lethargy which was thought to pervade this crew seems to have been more imaginary than real. They deserve great credit for so manfully bearing up under their many discouragements, and we expect a good report from them at Saratoga.

During the past term quoits have been very popular and have afforded much pleasant recreation. This is something new for Princeton, as the game has not been played on the campus for several years. It is one of the few out-door sports free of the objections of being rough, dangerous, or laborious. The excitement of it is moderate and healthy. There is nothing violent or injurious either in the game or its effects, and the interest it creates is not immoderate, but such that a few moments playing satisfies.

The Juniors petitioned the Faculty that their examinations be distributed over the last weeks of the term. We obtained a compromise by which our examinations began earlier. The evils of the present system of crowding all our examinations into one week are appreciated by faculty and students; and we, on our part, are grateful for the concessions already made, and hope that in the future the faculty may be still more considerate.

The well-known First Baseman of '75 becoming greatly excited at some of the decisions of the Umpire of a scrub game, advanced a few feet from his position, elevated his hand in true forensic style, and exclaimed, "Mr. President, a point of order."

While the events of the late "Cannon War" are fresh in our mind, we clip from an editorial in the *Chicago Tribune* of May 7th, the following:

"The great mass of American citizens have managed to get along hitherto without knowing much of the existence of Rutgers College, and the name and fame of the Rev. Campbell, who means to have his youth obey the laws of God and New Jersey (the two do not always agree, by the way), but declines to have them restore stolen property, has not been a household word outside of the Town of New Brunswick. Princeton is much better known. It is the only college in the country the President of which writes a book a week and thinks nothing of it."

The following, which we publish by request, will explain itself:

EDITORS OF WILLIAMS ATHLETIC:—

A statement seems to be necessary in regard to the Mathematical examination of the Inter-collegiate Literary Association. The following is all the information that can be given.

As the examination is for the purpose of finding out which student knows the most about Analytical Geometry, it is not practicable to set any limits to the text-books to be studied, or the amount of knowledge to be exhibited.

To say beforehand that Analytical Geometry of three dimensions should not be included, or would be included, would be to allow a student no credit for a knowledge of this particular branch, which does not seem to be fair.

The examination will not be conducted with reference to any particular book. Each student may report at the examination what books, or what branches, he is acquainted with, in order to enable the examiners more surely to bring out his knowledge.

With regard to numerical examples, it is doubtful whether proficiency in them should have any weight.

It is proposed not to lay down any precise limits; but to say that the field is "Analytical Geometry," and that the race is a "Sweepstakes."

I. H. POLHEMUS,

Chairman Executive Committee.

Address,—Williamstown, Mass.

Why cannot we have pistol and rifle target shooting in the Caledonian Games?



Scene.—Latin recitation room.

Prof. P.—“What is the point to that sentence?”

Mr. P.—“A period, Sir.”

Even the Professor smiled!

During the game between the Centennials and the University nine, a Senior of very *high* standing rushed into one of the club rooms and the following dialogue took place:

SENIOR.—Who's been at the game?

JUNIOR.—I have.

S.—What's the score?

J.—One and—

S.—In *whose* favor?

When the burst of laughter that greeted the last query had died away, the Senior, with an injured look, remarked that “*he* didn't see the joke.” But the others did.

A few evenings since, a Senior, after reading a newspaper article in which the names of several distinguished Frenchmen were mentioned, turned to his companions with the remark: “I say fellows, isn't it curious how many Frenchmen's names begin with M?” Hector must brush up his knowledge of the “polite language.”

Quite a number of the Vassar students paid West Point a visit recently. Of course they saw much there to interest them, and much that was truly curious. Among other things, some old French guns were shown to the fair visitors, one of them bearing upon it the inscription, “Louis Charles de Bourbon, comte de Eu, Duc de Aumale,” and underneath this was the Latin motto, “*Ultima ratio regum.*” After having inspected the above closely, one young lady remarked to her escort, “I suppose that Louis Bourbon made the gun and the Spanish (?) motto means that the artillery-man must get his rations.” She must have been a senior.

A Junior thought that there must have been some mistake made by the Professor of English literature in giving out the subject of the last essay, as he had looked through several editions of Shakspeare and had been unable to find any play entitled “Shylock the Jew.”

On the subject being mentioned, another Junior said, “Shylock? Oh! I thought it was Shiloh, that fellow in the Bible.”

Vassar college is said to be meditating the foundation of a school of husbandry, and the late visit of the girls to West Point somewhat confirms the rumor. Girls, all our married men have left college: can't you pay us a visit too?

In an examination in Physics the other day a Senior confidently asserted that Sir John Franklin was the discoverer of electricity.

"Senior Finals," this year, brought out some very original ideas in regard to the subjects investigated. We give an example or two.

Question.—"What is the relation of Alcohol and Sugar?" Ans. "Sugar is the uncle of Alcohol."

Another answer to the same question was, "They are both found in a bar-room."

Again. "What is a millimetre?"

"It is an instrument for measuring specific gravity."

Wonder if anybody was conditioned.

A '77 man is working on the "Nassau Iliad," suggested by Dr. McCosh, and hopes to have it completed by commencement. Thé opening lines are as follows:

Κλοπήν ἄειδε, ἰδέ, κανόνος περιγωγὴν,  
Τὸν Νασσάβιος ἐπέειπ' Ῥαρίταν παῖδες κλεπτόντο,  
Καὶ εἰκοσι ἄνδρες ἰσχυροὶ τοῖς Ῥουτοῖσι πειράντο  
Γούρει.

and are thus murdered:

Sing, O Goddess, the theft of the Revolutionary cannon, which the Raritan boys stole while the Nassovians were on vacation, and which twenty brave men attempted to rescue from the Rutgians."

Success to the rising Homer.

WE HAVE RECEIVED a copy of Dr. Alexander's new work, "Statement and Exposition of Certain Harmonies of the Solar System," published by the Smithsonian Institute. The publication of this work has been awaited with a great deal of interest by the scientific world, especially, that small portion of it which is able to understand its real importance. The fact that it bears the imprint of the Smithsonian Institute testifies to its merit, and shows the high repute in which it is held by the astronomers at Washington. It will require such men as Newcombe to review it, and it is upon good authority, that we say, that the number who can thoroughly comprehend the work is limited to a score or two. We disavow any presumption which would prompt us to review a work so far beyond our comprehension, but we feel it is becoming to notice it.

It contains the nebular hypothesis of the author based upon that of M. Laplace, but far more complete and comprehensive. The modifications of the Laplace Hypothesis are very important: such as that "providing for spheroidal shells, and also for a conservative force for the holding together of great masses." The last, for example, "prevents the indefinite multiplication of asteroids in all regions of the system." The value of these modifications is noticeable in that, while Laplace and others have indicated only twenty-one coincidents of facts "with theoretical deductions," our author has noted forty-one additional, making in all sixty-two consistencies. He has further hinted at many more which he, doubtless, will establish in due course of time.

The addition which he makes to Kepler's Three Laws is note-worthy and will win for our honored Professor well-deserved fame. In his introductory remark he says: "But from this (Kepler's Third Law) we do not learn that any laws are to be found determining the ratios of the distances themselves. It will be one main object of the present discussion to show that such laws exist, and precisely what they are—generality and precision being characteristics of every law of nature." In Harper's Magazine for Dec. 1873, there appeared an article in reference to these problems on which Dr. Alexander has been at work for more than twenty years. The writer had no hesitancy in ascribing to our Professor honor equal to that of Newton and Kepler.

Our author impressed with the importance of his hypothesis, with characteristic modesty, makes but a moderate claim for it which we are assured will be recognized by men capable of comprehending his theory. "But if every hypothesis be rejected, the relations exist as more or less consistent, but yet as ultimate facts; i. e. without any explanation; while the hypothesis, or rather theory, which has been discussed in these pages, seems, with a more or less perfect applicability, to *include and grasp the whole*."

BOOKS GIVEN TO THE COLLEGE LIBRARY BY MR. CHILDS.—Twice within a year, Mr. George W. Childs has gratified in himself that love of giving, which unhappily is not always associated with the possession of wealth. He knows the pleasure of increasing the treasures of established libraries; and so of slaking the thirst of students resorting to wells which are not always full of water. He has the sagacity to see that in colleges may often rise, some to whom would be appropriate the words of Milton, left on the door of his house in London, when he retired to the country, fearing a hostile visit in those troublesome times from some "captain, or colonel, or knight in arms."

"He can requite thee, for he knows the charms  
That call fame down upon such deeds as these;  
And he can spread thy name o'er lands and seas,  
Whatever realms the sun's bright circle warms."

His first gift was the "Nouvelle biographie générale," 46 vols. 8vo., perfectly indispensable, and supremely welcome in a library. This has been lately outshone by the gift of the "Fuller worthies library," thirty-four volumes, quarto and octavo, containing an elegant reprint of old English Christian poetry; and "Nichol's series of standard English divines of the Puritan period," twenty-five volumes, octavo. On the title pages of all these, the words "100 copies only printed" will be found, to pique the desire of those who love "rare" books. They date between 1868 and 1874. The type is new; the paper tinted, and very smooth; the margins meadow-like. Lovely engravings are interspersed; exquisite head and tail pieces were expressly designed for these editions by W. J. Linton; and illustrations for poems of peculiar merit have been procured from tasteful artists. Rev. Alexander B. Grosart has edited the entire series with a diligence and

appreciativeness, and a manliness which leave little to be desired. From the manuscript stores of both public and private libraries he has drawn forth fresh materials, entitling him to say in several instances, that this is the "first and only complete edition" of the works of men long known and highly esteemed in the literary world.

On most of these, it is true, has fallen with the advance of time, that partial loss of celebrity which results from change of taste, and is inevitable amid the rush and crowd of candidates for fame. So much the more reasonable is it for those who know their merit to interpose occasionally, and rehabilitate them in robes of honor, and set them up anew on gilded pedestals, in temples dedicated to study and literary enjoyment. For, surely, some of these are names which learning would not willingly let die. Donne, indeed, and Davies, and Harvey, and Bruce have lost so much of their lustre that they seem to us but as ancient coins corroded with the rust of time. But Sidney, Brooke and Marvell are names which ring ever clear and musical to studious ears. And beside these, there is "a school" of early Christian poets, men of exquisite culture, joined to maiden purity of mind and exalted piety of soul; a choir fit for the cathedral of the world, who know no joy so great as to pour forth praise to the Author of our salvation. George Herbert, Henry Vaughan, Robert Southwell and Richard Crashaw, were men of kindred spirit, living almost together in time and land, and forming such a quaternion of genius and spirituality, as has not since any where appeared. Another occasion must be sought for commemorating these names. But of the last, as of one least known, yet deserving most, space must be seized even now to speak.

Richard Crashaw was born in London, in 1612, son of an eminent city preacher. He lost both parents young, and was probably brought up by relations in the country. He took his degree at Cambridge in 1634, having resided there awhile contemporaneously with Milton. Like the great poet, he was an elegant Latinist, being invited before the age of twenty to contribute to university collections of poems. It is to him we owe the exquisite line on the marriage at Cana, *Pudica lympha Deum vidit et erubuit*. He became fellow of Peterhouse in 1637, and resided there till 1644. Next to nothing is known of his life, except that he was deprived of his fellowship for political reasons. His reading had been much of a mystical sort, particularly in the works of St. Teresa, for whose genius and piety he felt the highest admiration. And when cast out of his quiet nest, amid the uproar of civil strife, he took refuge at Paris among the friends and countrymen of the queen, and soothed his spirit by reconciliation to her church. Cowley was his intimate friend, and has celebrated his merit as "Poet and Saint!" in terms which extorted the admiration of Johnson. By his good offices, Crashaw obtained recommendatory letters to Rome from Henrietta Maria, and became a cardinal's secretary there. But he was too sincere in his spirituality to like the license of Italian manners; and he gave offence to

the clergy by his "plain speech." A new refuge from their hostility was found for him at Loretto; but, wearying himself too much by exertion in summer, he died in 1650, after a few weeks' residence at the shrine, aged only thirty-eight.

The chief characteristic of English verse in the age of Crashaw was a Rabinical ingenuity of phrase, dressing up each topic with artificial adornments. This was utterly fatal to the naturalness of thought, and to fluency of expression. The surface of the verse was thrown into a thousand fantastic figures, cold and harsh as the irregularities of a glacier. Instead of the sweeping flight of the bird of Jove, those poets pursued the jerking path of the sparrow. Rarely do more than two lines follow without a change of thought, and a fresh departure in direction. Much of the poetry of Crashaw, it must be owned, is chilled and made wearisome by such *tours de force*. But when the subject captivates his soul, he forgets all this; he writes forcibly, continuously, melodiously, and forces on the reader's mind the simile of a strong yet delicious stream. Nothing in the most perfect versification of our century, when ages of practice have trained our poets to the extreme of flexibility, is more agreeable than the flow of Crashaw's verse, when employed on a subject congenial to his extatic soul. It is difficult to show this in a short passage, torn from its connection. But at the close of his Hymn to Saint Teresa, taking leave of her, now exalted to her final seat in heaven, he says:—

"Thou shalt look round about, and see  
Thousands of crown'd souls throng to be  
Themselves thy crown; sons of thy vows,  
The virgin-births with which thy sovereign Spouse  
Made fruitful thy fair soul. Go now,  
And with them all about thee, bow  
To Him; put on (He'll say) put on  
(My rosy love) that, thy rich zone,  
Sparkling with the sacred flames  
Of thousand souls, whose happy names  
Heaven keeps upon thy score: (thy bright  
Life brought them first to kiss the light  
That kindled them to stars,) and so  
Thou with the Lamb, thy Lord, shalt go;  
And wheresoe'er He sets his white  
Steps, walk with him those ways of light,  
Which, who in death would live to see,  
Must learn in life to live like thee."

We feel how inferior this is to what might be produced from Milton, on a different theme. But, to rise above all his contemporaries, and be humbled only by a comparison with the greatest master of song, is praise enough. How is it, then, that such a poet as Crashaw has fallen into complete

neglect? His poems are not included in the ordinary collections of English poetry. He is not mentioned in the common manuals of English literature. Taine merely names him with several others, in a single sentence. Yet Coleridge has extolled his fire and richness, and Chambers is sensible of his extraordinary merit. Probably his conversion to Romanism disgusted his serious contemporaries; and his deeply religious spirit was distasteful to the profligate age which followed. What a strange phenomenon is the inclination towards Rome of so many eminent English poets! and what repetition of it do we see in saintly spirits such as Frederick William Faber, and John Henry Newman! A great service it may be to literature at Princeton, to have the attention of students recalled to 'our early poets, as Grosart has done in the splendid gift of Mr. Childs. For when Swinburne would degrade the muse by obscenity, and Digby mislead her into mysticism, it is time that purer and more heaven-taught spirits should guide her aright.

WE UNDERSTAND that next year there will be some change among our tutors. Messrs. Halsey and McPherson are to leave, and Mr. I. H. Condit, '73 is to become Tutor in Latin, and Ferris, '74, Tutor in Mathematics. In saying farewell to those who are to leave us, we hope they may carry with them as pleasant recollections as they leave with us. We welcome our old friends back again, and hope that the friendships in previous years so pleasant may be renewed.

THE PHILADELPHIAN SOCIETY seems to be renewing its youth. Since its semi-centennial, which was celebrated last February, the members have subscribed and paid several hundred dollars for the purchase of a new library. The amount contributed by the students has been supplemented by gifts from kind friends of the college, so that the entire library fund amounts to about \$917. Those who contributed most largely in college were Messrs. D. Miller and J. Libby. These gentlemen, each, presented \$100. Mr. Fisk of N. Y., contributed \$250; Mr. Robt. Bonner \$100; Mr. W. E. Dodge, Jr., \$100; Mr. P. R. Pyne \$50; Mr. Harriman \$25; Mr. Robt. Carter \$30. Contributions of books, the value of which is not known, were made by other gentlemen in New York and Philadelphia. We learn from Mr. Campbell, of '75, Chairman of the Library Committee, that about \$400 will now be spent for books, and the remaining \$500 will be invested as a permanent library fund.

DR. MURRAY entered upon his duties as "Holmes Professor of Belles Lettres and English Language and Literature," at the commencement of this term. Since that time he has been lecturing on the "Wits of the reign of Queen Anne."

The instruction with which these lectures are replete, is given with a sprightliness of style and a fervor in delivery which can but commend it to every student. Every lecture has been a rare treat; and this is not more forcibly attested by the close attention of the students, than by the fact that

several gentlemen of high literary culture in the town have availed themselves of the privilege of listening to Dr. Murray. We hope the Doctor may remain long with us, and that his entire course may be as pleasant and as profitable as its beginning has been.

A JUNIOR who is training for the races in the Caledonian games, carried a book along with him and when he stopped to rest between the "heats" he "polled" for examinations. Such diligence is commendable.

'76, ON JUNE 15TH voted to establish an annual publication, similar to the "Index" of Harvard and Yale's "Pot Pourri." Messrs. Henry, Robt. Johnson, Marquand, Turner and Webster were elected editors. We feel gratified that this much needed addition to our college literature is to be made, and hope that it will receive the hearty support of the students. The editors must spare no effort to make the publication in every respect worthy of our institution.

THE FOLLOWING is taken from the New York *Daily Tribune* of June 6th.

#### MARRIED.

CORNWALL—PORTER.—At Trinity Chapel, New York, by the Rev. N. Ellsworth Cornell, Thursday, June 3, HENRY B. CORNWALL of Princeton, N. J., to MARY A. PORTER of this city.

Should Prof. Cornwall bring his bride to Princeton, we hope that she may find this "classic retreat" a pleasant place in which to spend the early days of married life.

At the late Reunion and Banquet of the Rutgers' Alumni in New York, President Campbell responded to the toast, "Rutgers' College, our Alma Mater." We give a few extracts from his speech as reported in a daily paper:

"He had said that the warmth with which they had received the sentiment, 'Our Alma Mater,' was a test of their approval of Rutgers College. They knew that it was what the papers called one of the small colleges. A very distinguished gentleman had said this over his signature, and that it would be well to have those small colleges blotted out of existence. The papers, in their remarks about the small colleges, hoped for this consummation. But inasmuch as Rutgers College did not borrow its well-being from those gentlemen, it was a question whether it should cease to be at their behests. It might not be very hard, after all, to find some claims which could be urged on behalf of the small colleges. This small college was this day bringing up the standard of education through the whole State. It was not unusual, said Dr. Campbell, to hear a young lad of ten years called himself by the name of the class in which in the far off future he expected to be graduated. Again, in respect to the grammar school, the student who entered Rutgers College passed his last year in that department. Coming now to the college, what, he asked, was its policy? The answer was that it

was parental. They didn't want to be a university. They were not the university of the State of New Jersey, and *they did not want to be*. They wanted to be a *small* college, and they insisted on *parental* discipline. It was impossible to have any but parental discipline, and this could not be in a large college. He had tried the rigid system, and from long knowledge of it he would have none of it. He had tried both systems, and he had been trained under one. He thanked God that their college was a small one, and he stated emphatically that the system which it taught had saved many a youth that otherwise would have been lost."

The italics are ours; and, in regard to the first part so emphasized, we wish to remark that we fear that the good Doctor shows a little of the sour-grape disposition.

As to the *parental discipline*, we are a trifle skeptical, since we have had a chance to become acquainted with the doings of the Rutgers students. It is poor parental discipline which allows the boys to be "out" so late at night as they sometimes are.

Seventy-four class-history, by Alex. Crawford, is in the hands of the printer, and will be out by Commencement.

It will be well for the students to bear in mind that the J. O. Contest on Tuesday will begin at 7½ P. M.

Dr. Macloskie during the past term has been lecturing on Botany to a class of young ladies, which assembles every Friday at 4 P. M. in his lecture-room. We are glad to see that the claims of women to a higher education are being recognized by our Faculty.

The Faculty have adopted for the chapel the new Presbyterian Hymnal. We hope that when they are making this much needed improvement that they will obtain those with music. They are not to be purchased till next term.

We are informed that next year we are to have a new dormitory between Clio and Whig Halls. Thus our wants are gradually supplied.

It is rumored that a Senior from Pennsylvania obtained from a classmate a pair of corduroy pants in return for a speech. They are not quite long enough for him, and ought to be lengthened.

At last we are to have that Hotel. Its construction is to begin immediately, but its location has, most unadvisedly, we think, been changed from the quiet shores of Lake McCosh to the busy district in the neighborhood of Rail Road Avenue and Nassau street.

On June 8th the University Nine defeated the New Havens by the following score: Princeton 4; New Haven 2. Umpire, Mr. Somerville, of New Haven. Time 1 hour 50 minutes.



The Trentons met a similar fate at the hands of the University, on June 10. Score Princeton 14; Trenton 4.

The Class Nine of '76 visited Easton, and defeated Lafayette '76 by a score of 13 to 1, on June 5th.

One week later, June 12, Lafayette '77 visited us and defeated Princeton '77 by a score of 12 to 6. The absence of Jacobus and Laughlin from the home nine accounts for this defeat.

#### EXCHANGES.

We acknowledge receipt of the following :

*Harvard Crimson, Advocate, Trinity Tablet, Yale Lit., Courant, Record, Williams Athenæum, University Herald, Bowdoin Orient, Cornell Review, Era, Oberlin Review, College Mercury, Normal Monthly, Forest and Stream, Packer Quarterly, Lafayette Monthly, Scribner's, Va. Univ. Magazine.*

The *Harvard Crimson* is up to the usual standard of the old *Magenta*. Outside of local matters the chief interest is manifested in recent base ball matches. We excerpt the following from its account of the last game with our nine :

"For Princeton, where all played so well, it is hard to make a distinction. Although they seemed to be somewhat dissatisfied with some of the Umpire's decisions, they can hardly suppose that his mistakes were due to anything but a lack of good judgment."

The *Yale Record* concludes an editorial regretting the withdrawal of Trinity from the Saratoga race and the necessary proximity of the Harvard and Yale crews with this modest proposal.

"If the presence of these two colleges is going to act as such a disturbing element, we repeat what was so often heard at Saratoga last July,—Let Yale and Harvard row their races alone."

But would it not be safer to let Yale row over the course *alone*?

The *Cornell Review* is an excellent journal, and presents an exceptionally neat typographical appearance. This year for the first time there was a lady contestant in the Woodford Prize Speaking. Her oration on the "New Learning of the XVI. Century," is published, and is, by far, the best thing in the *Review*, though the essay on "Lowell" is pleasing. The prize (\$100) was awarded to G. H. Fitch. Subject, "Nationality in Literature."

Bishop Wilmer of Louisiana has conditionally (health) accepted the invitation to preach the Baccalaureate sermon at Racine College.

The Freshman-microscopic conundrum has completely gone the rounds of the college dress, receiving additions here and there. The answer as amended: Because he is easily drawn out, easily seen through, easily shut

up, made largely of brass, and when seen through, small things are revealed."—*Ex.*

We have seen poor games of ball, at least we thought we had, but we never saw anything to equal the playing of nine valiant Clarksons who compose the second nine. It *might* be possible to gather nine more frightful muffers, but we doubt it. Mark Twain's words changed, describe them perfectly. "I have seen slower people than these, and more deliberate people than these: even quieter and more listless and lazier people than these, but they were dead." Score, 41 to 18, in six innings. Badgers won.—*College Mercury.*

The *Oberlin Review* treats us to a mournful piece of poor pious poetry, each stanza of which ends with that familiar refrain,

"Free grace and dying love."

We have received a five-column article on "Defects of Yale Journalism," from "a Graduate of '69," but want of space forbids its publication.—*Yale Record.*

Don't fail to read it.

The toast at the New York University, "Demosthenes, Socrates and Tomlinson," "When shall we three meet again?"—*Yale Courant.*

Perhaps Princeton's tune will be materially changed after the 16th of next month.—*Trinity Tablet.*

The *Williams Atheneum* has a vigorous editorial which argues the propriety of omitting Sunday morning Chapel. It pathetically asks: "And why is it not right to take the sleep demanded by nature after six days of labor and early rising? According to our president's lectures to the freshman classes, it is a natural as well as a divine law that the seventh day should be one of rest."

The *Lafayette Monthly* is hereafter to be issued semi-monthly by a "Stock Company of the Alumni," the class of '76 declining to conduct it.

The entire literary department of the number before us is occupied by a lengthy essay on "The Works and Language of Longfellow," which exhibits considerable reading and knowledge of philology. As the monthly appears quite sore over previous criticism of the *Lit.*, and "lets its angry passions" rise so far as to inform us that "bigotry, conceit and jealousy are the synonyms for Princeton College," we refrain from noticing *in extenso* the much valuable information contained in this essay. For example, on page 369, we are told that the metre of *Evangeline* is!

Dactylic hexameter. This requires a dactyl in the fifth place, and a spondee in the sixth: the other feet may be dactyls or spondees. The first line is thus scanned:

\* \* \* \* \*

The cæsura falls after "primeval." This extract contains 43 words, or excluding repetitions, 33."

A Packer Institute young lady prefaces her commencement speech with the following translation from a Greek author:

"Something original did you say,  
Pray, where shall I begin?  
For there's nothing original in me  
Except original sin.—Ex.

*Scribner's* for July is a mine of wealth and attractiveness. Like its juvenile miniature, *St. Nicholas*, the monthly has begun the process of consolidating with itself its weaker contemporaries; this issue containing the announcement that *Old and New* will cease to appear as a separate magazine, while Dr. Holland pleasantly introduces the "new friend" to the "old subscribers."

In *Forest and Stream* lovers of gun and rod will find all needed information.

*The Boudoin Orient* contains the Ivy-day Poem, which embodies an excellent piece on the "Class Color." We extract the two last verses:

"Red is the lovely rose,  
Its beauty freshly blown,  
And in the dies of sunset skies  
Our glorious red is shown.

Red is the maiden's mouth,  
And thus to all it is known  
That when we sip the maiden's lip  
We only take our own."

SCENE, after last Princeton Base-Ball match on Jarvis Field.

*Young Lady.* Well! wasn't it real nice that Harvard beat?

*Junior.* O yes—no! The fact is, I lost money on it!

*Young Lady.* Ah, so you've been *disloyal*, too. You are the fifth student I have seen who bet against his Nine this afternoon and lost, and I hope they *all* did.—*Harvard Crimson.*

Now is the time when Seniors receive letters, having upon the envelope a monogram representing an animal of the male persuasion, standing upon a high platform, and gravely reading from a manuscript to an attentive audience.—*Cornell Era.*

The *Yale Lit.* for May is good. The article on "College Dress and Manners," is a sensible endeavor to deprecate customs which are, we regret to say, too common in all our American colleges.

Trinity is to have a new \$300,000 building.—The Harvard Freshmen beat the Yale Freshmen at base ball. Score: 6 to 3.—The Cornell University won the 2 mile race of the Spring regatta. Time: 11 min. 40 sec.—The

Yale faculty have required the abolishment of Sophomore secret societies.—Yale is to have an athletic association.—It is probable the Harvard and Yale nines will meet before the 1st of July.—A prize of three dollars is offered by a member of '75, Bowdoin, for the best college cheer.—Yale, Lafayette, Wesleyan and Bowdoin have each had their "spell."—Hamilton has applied for Trinity's vacant place in the Saratoga regatta.—The second game between the Yale and Harvard Freshmen nines resulted: Yale 18, Harvard 8.

#### PERSONAL.

Died at Lexington, Ky., May 18th, Hon. John C. Breckenridge, at one time a member of '36.

'33, Hon. Martin Ryerson, Judge of Supreme Court of New Jersey, and member of Court of Alabama Claims, died on Friday, June 10th.

'39, Governor Parker has resigned the office of Attorney General of New Jersey.

'43, Hon. R. P. L. Baber, candidate for Attorney General of State of Ohio.

'56, Rev. James Houston Eccleston, D. D., elected Bishop of Prot. Episcopal Diocese of Iowa.

'62, C. D. Roberts, Elko, Nevada, delegate to Presbyterian Assembly.

'71, Tutor Halsey, contemplates making the coming vacation a honeymoon.

'73, Carr writes, "By the grace of God and the signatures of two honest citizens, I am now an Attorney of the Commonwealth of Kentucky."

'73, J. B. Conover graduated at Columbia Law School.

'73, J. C. Conover, making Alumni Addresses at Freehold.

'73, Ex-Speaker Vanderbilt, pursuing his legal studies under Counsellor Lytle.

'74, Nicholas, Pastor of church in Chillicothe, Ohio.

'74, Marquand, in Europe.

'74, Rubinkam, at University of Halle.

'74, Fuller, "polling" law at Wilkesbarre, Penn.

'74, Lawrence, ditto, at Dover, N. J.

'74, Fields in Yosemite Valley.

'74, Crawford, oscillating between Philadelphia and Princeton.

'74, "Sister" still clings to her beaver.

'76, Dickerson, rustivating at Oakland, Cal.

'76, Judge Woodward, case of apinal-meningitis, over the supposed theft of his editorial "proof."

'74, Forman, lately graduated at Columbia Law School.

'74, Ferris, Tutor in Math., vice McPherson.

'79, is putting in an appearance.